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ABSTRACT

This report describes, provides demographic data for, and evaluates the effectiveness of a bilingual education program for Spanish speaking students attending DeWitt Clinton High School, a specialized boys school located in Bronx, New York. The program emphasizes maintenance of students' native language skills and culture while, at the same time, improving participants' English language and general academic performance. Also included among the programs' goals are curriculum development, the provision of supportive services, increased parent involvement, staff development, and improved self-esteem among participating students. The evaluation carried out for the 1980-81 school year indicated needs in the areas of curriculum and staff development, but found the bilingual program to be an overall success in its effect on student self-esteem and in achievement of language objectives. (GC)

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FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

GRANT NUMBER: G007804521

PROJECT NUMBER: 5001-56-17605

DEWITT CLINTON HIGH SCHOOL

BILINGUAL-BICULTURAL PROGRAM

1980-1981

DIRECTOR: Mrs. Ruth Greenblatt

PRINCIPAL: Dr. David Fuchs

Prepared by the

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NEW YORK CITY PUBLIC SCHOOLS
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DEWITT CLINTON HIGH SCHOOL

BILINGUAL-BICULTURAL PROGRAM

Location:	100 W. Mosholu Parkway S. Bronx, New York 10468
Year of Operation:	1980-1981, Third year of a four-year funding cycle
Target Language:	Spanish
Number of Participants:	203 Students
Principal:	Dr. David Fuchs
Director:	Mrs. Ruth Greenblatt

INTRODUCTION

The Bilingual-Bicultural Program at DeWitt Clinton High School was funded for fiscal year 1980-1981 as a continuation grant under the provision of the Elementary and Secondary Education Act - Title VII. This funding period completes the third of a four-year cycle for which the program was originally approved. The Bilingual-Bicultural Program is a basic bilingual secondary education program operating within the foreign language department of DeWitt Clinton High School. It offered bilingual instructional and supportive services to 203 Hispanic students of limited English proficiency (LEP) from grades 9 to 12. The project director provided administrative, staff development, and parental involvement services. Project staff provided supportive services consisting of: academic and personal counseling; tutorial services; curriculum development; home visits; and conducting social and cultural activities for parents, students, and school personnel. Program teachers, staff, and paraprofessionals were trained through in-service workshops and by attend-

ing college courses in New York City universities. Parents and community were involved in the program and the school by means of an advisory council, "open house" and sociocultural activities, a project newsletter, and by formal and informal communications by telephone, mail, or home visits. New York City Board of Education curricula were adapted for instruction, and a "mastery learning" social studies curriculum was developed for use in ninth-grade classes.

In general, the program focused more on career orientation and vocational counseling than it had in the previous two years of operation. Aspira of New York assisted in providing career orientation and the school's vocational counselor who is bilingual, was sought for the latter. More students were placed in career courses, and more were receiving peer tutorial services. Title I, IV-C, and VII funding was combined in order to provide all the above services.

The purposes of this report are to describe program context, components, and activities; to report student achievement and attendance; to analyze and interpret program and student achievement data; and to suggest recommendations for possible program improvement.

I. CONTEXT

DeWitt Clinton High School is a specialized boys' school located in a primarily residential section of northern Bronx. A small business section in the school's vicinity serves the neighborhood's low-to-middle-income residents. A tree-covered expanse of land surrounds the school, separating the building from the traffic on the major thoroughfare--an unusual situation for a New York City school. The school building itself is also atypical in that it is well maintained and largely free of graffiti.

Only 15 percent of program students (approximately 30) live in the school's vicinity; the majority commute to school by bus or train from the South Bronx. The South Bronx, differing from the school vicinity, is one of the most economically depressed areas of the United States. Environmentally, it is devastated by fires which have destroyed a great number of tenement buildings within the past few years. Ethnically, it is populated by approximately 55 percent Hispanic (mostly Puerto Rican), 43 percent black American, and 2 percent Oriental and white residents. Most program students speak Spanish with their parents, a mixture of Spanish and English with their younger siblings and Spanish with peers and with storekeepers. English is only used in the classroom for instructional purposes and for communication with black American peers and with mainstream teachers.

The population of their community of residence is characterized by problems typically found in poor urban areas of large cities in the northeast, such as high rates of unemployment, welfare dependency, mental and physical illness, drug traffic, crime, and mobility. The student population is

highly mobile, in large measure due to travel to and from the country of origin, and the search for a better place to live. The devastation of housing through arson or lack of services increases participants' mobility.

II. STUDENT CHARACTERISTICS

Eligibility for participation in the program is determined by a student's score on the New York City Language Assessment Battery (LAB). A score below the twenty-first percentile on the English part and a higher score on the Spanish part indicate eligibility. Other criteria used for entry are: parental requests for participation; referrals by feeder schools, teachers, and counselors; results of interviews with program staff; and a record of poor academic performance in the mainstream. The program also enrolls Spanish-speaking new arrivals to the country. Therefore, all students are LEP to varying degrees.

All program students are male, and all are Hispanic except one student born in Korea and raised in Argentina. Spanish is the home language of all students. Of the 203 students, 52 (26 percent) were born in New York City, and 151 (74 percent) were born outside the continental United States. Table 1 indicates the number and percentage of students from each country of origin.

Table 1. Number and percentage of students by country of origin.

COUNTRY	N	PERCENT
U.S.A. (New York)	52	26
Puerto Rico	96	47
Dominican Republic	31	15
Ecuador	14	7
Honduras	3	2
Other (Mexico, Guatamala, El Salvador, Costa Rica, Nicaragua, Peru, Korea)	7	3

.Nearly half of the students (47 percent) were born in Puerto Rico.

.Approximately a quarter of the target population was born in New York, mainly to Puerto Rican-born parents.

The distribution of bilingual program students by grade is presented in Table 2.

Table 2. Number and percentage of male students by grade.		
GRADE	NUMBER OF MALE STUDENTS	PERCENT OF GRADE
9	77	38
10	57	28
11	48	24
12	20	10
TOTAL	202	100

.The percentage of students is highest in the ninth grade.

.The student population decreases as the grade level increases.

Because so many of the DeWitt Clinton bilingual students are immigrants, (many having arrived less than a year ago), their educational histories may vary considerably. Many have suffered interrupted schooling, or, because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 3.

The fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result they may have a lack of cognitive development in their native lan-

guage which must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

Table 3. Number of students by age and grade.

AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
15	15	1			16
16	39	12			51
17	20	26	11		57
18	3	3	24	3	46
19		2	10	8	20
20			3	9	12
21				1	1
TOTAL	77	57	48	21	203
Percent Overage For Their Grade	81%	77%	77%	86%	79%

*The shaded boxes indicate the expected age range for each grade.

.79 percent of the program students are overage for their grade.

.The highest percentage of overage students occurs in the twelfth grade.

Students have a broad range of literacy in their native language. They range from functionally illiterate (five students; 2.5 percent), through two to four years below level (150 students; 75 percent), to performing on level (40 students; 20 percent). Students' range of proficiency in English is narrower; however, none performs at grade level. While students' need for English for out-of-school functions is minimal, students express a "liking" for English. Although they are not proficient, they want to know English. Academically they range from low ability/high need to average ability/moderate need. Most students of average to above-average academic ability are said to be Spanish-dominant; that is, students who have been educated primarily in their country of origin.

Project staff reports that students who tend to have the most severe sociopsychological problems are those who are English-dominant; that is, Hispanic students born and/or raised in the United States. These students are said to have difficulty determining what is best, important, or even necessary for them. They exhibit a high need for guidance in order to gain a sense of direction, goal orientation, or realistic conception of how to achieve desired goals. Spanish-dominant students are reported to have a better notion of what is desirable, important, and how to get it. Both groups, however, are said to be highly motivated and enthusiastic. These feelings are reflected in their high rates of attendance and low drop-out rates. Ethnic identity is reported to be strong, particularly among students who have immigrated recently. Incidence of negative expressions toward or denial of own ethnicity have not been found to occur among program students,

whereas they had been found in previous years. There has been no overt conflict among the national groups represented in the program.

In summary, program students need improvement in the content areas, study habits, and English; have positive self-concepts; have positive feelings toward the program and schooling; and have a strong sense of ethnic identity.

III. PROGRAM DESCRIPTION

The program is founded on the concept that if students' native language skills and familiarity with native culture are reinforced while they are learning English, they will ultimately be able to master and maintain two languages and will be equipped to function in a multi-cultural society. Transition to English takes place within the program at a progressively increasing rate. Practice of this bilingual approach varies according to individual cases, with the least proficient in English receiving the most instruction in Spanish and vice versa. There is, however, no total mainstreaming. Students remain in the program for at least one Spanish language class.

This maintenance philosophy is said to be agreed upon by most parties involved with the exception of some school administrators and teachers. The latter are of the opinion that the program unnecessarily retains students too long. Parents are said to favor partial mainstreaming when this alternative is made available. Students seem to prefer remaining within the program because it is where they feel most comfortable. Strong attachments to the program are developed as well as a sense of belonging which they do not seem to experience anywhere else in the school. However, some of the more academically advanced students expressed the opinion that remaining within the program also has drawbacks. The program does not presently offer a great variety of academic courses in the students' native language; thus they have less access to subject areas available to mainstream students. The principal expressed concern that the students master both languages by the time of graduation.

Program staff, in general, is primarily concerned with the improvement of academic skills, cultural reinforcement, and the development of a positive self-image through ethnic identity. To reinforce desired behaviors and attitudes, the staff consistently recognizes, praises, and records students' achievements. This practice reflects many aspects of the behaviorist model of teaching and learning in which the director was trained.

GOALS AND OBJECTIVES

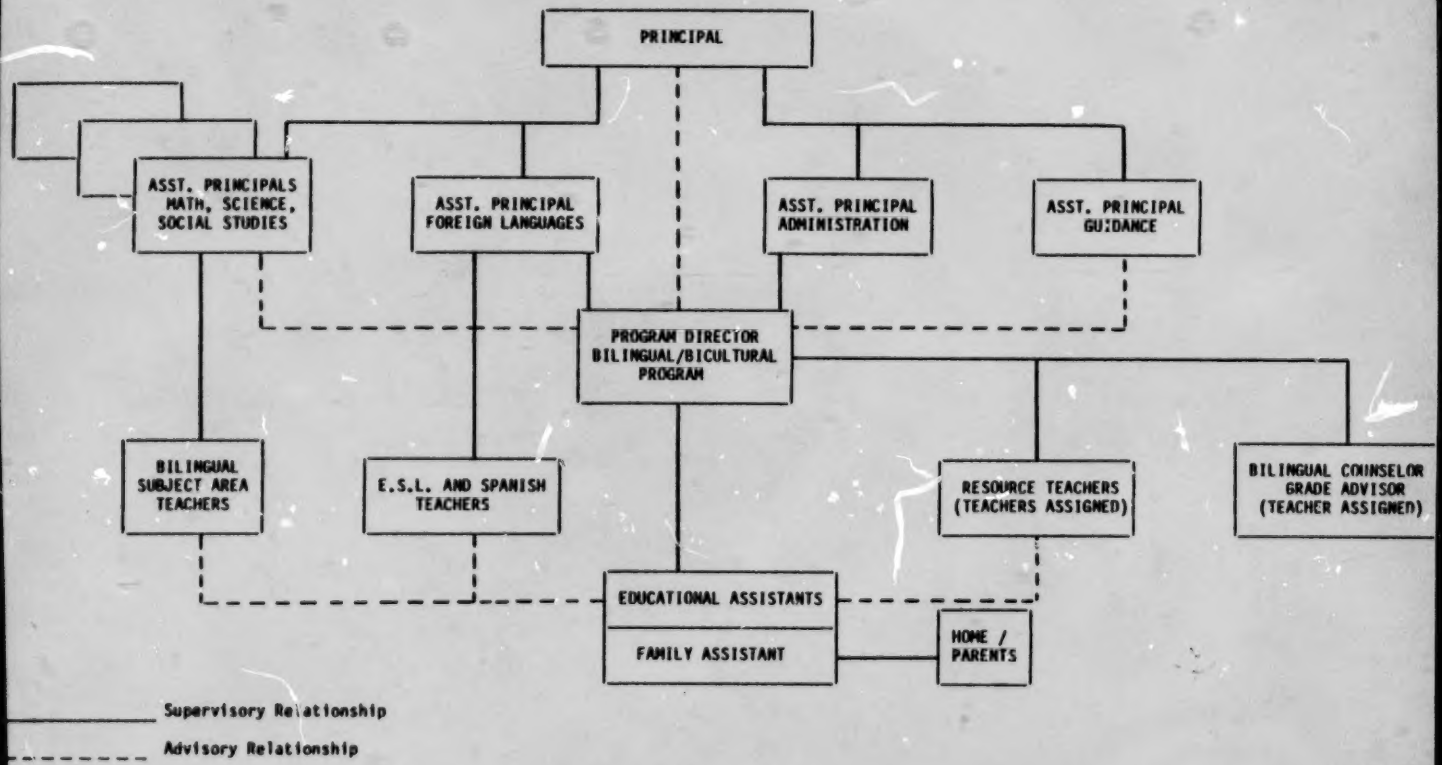
The ultimate goal of the program is to improve the participants' English-language and general academic performance by the end of a four-year period. Its instrumental goal is to develop a comprehensive bilingual course of study for secondary education, to be implemented by instructional and support staff trained in the areas of specialization required by the target population. Further, its aims at progressively increasing parental participation and involvement in the students' education, the proportion of students graduating and continuing their education or becoming gainfully employed.

PROGRAM ORGANIZATION AND STAFF

The program has been in operation since September, 1979. Its antecedents were an E.S.L. program offered for LEP students since 1970 and guidance services provided since 1974 by the present director of the Bilingual-Bicultural Program. It was through her efforts that a grant proposal was developed and the program was initiated. The diagram on the following page presents the organization arrangements of the program within the structure of DeWitt Clinton High School.

The program is primarily under the supervision of the assistant principal (chairperson) of the department of foreign languages. He is officially responsibile for curriculum, instruction, and supervision of teaching of E.S.L.

Chart 1. Bilingual-Bicultural Program organization within DeWitt Clinton High School.



and Spanish. The program director has responsibility for coordinating and administering instructional, training, and fiscal matters. Besides the close relation which she must maintain with the assistant principal for foreign languages, she works with the assistant principal of administration for building facilities, personnel, and financial matters. She also cooperates with all other assistant principals--primarily the one responsible for guidance, and secondarily to those responsible for the subject areas (math, science, and social studies). The latter are responsible for curriculum, instruction, and supervision of teaching in the subject areas. The bilingual teachers serving program students are supervised by the assistant principals for each area, but receive assistance from program staff in the selection and acquisition of materials and in work with the program's educational assistants.

The project director reports informally to the principal, and takes part in cabinet meetings when agenda items relate to the program. In 1980-81 the director attended seven cabinet meetings and 15 meetings of the principal's "Holding Power Committee," which includes assistant principals and program coordinators. The director assumes partial responsibility for staff development, parental involvement, and public relations aspects of the program. She assumes full responsibility for tasks such as writing proposals for funding of additional program components. She holds two master's degrees, one in science education and another in counselor education, is certified by New York State as teacher of biology and guidance counselor. She also holds New York City licenses in these areas. She has extensive experience working with bilingual students and is bilingual in Spanish and English, although not Hispanic ethnically.

The resource teacher aids the director in general administration. She assists social studies teachers in the selection and acquisition of curriculum and materials; assists students in subject areas for which there is no bilingual teacher; supervises and trains student tutors; organizes parent workshops, students' assemblies and trips; and provides academic counseling to college-oriented students. She holds a master's degree in Spanish and bilingual education and is presently a doctoral candidate in Spanish education. She is certified as a teacher of Spanish in high school by the New York City school system, has extensive experience working with bilingual students, and is a native speaker of Spanish.

The teacher assigned as grade advisor and guidance counselor has responsibility for programming, advising students on academic and personal matters, organizing activities for students, parents, and teachers, training student tutors, and providing general assistance to the director. She is presently working toward a master's degree in Spanish literature and bilingual education, is certified to teach Spanish in high school by the New York City school system, has experience working with bilingual students and is a native speaker of Spanish.

Three educational assistants aid teachers and provide supportive services to students. All have completed at least two years of coursework and are currently pursuing bachelor's degrees. All have experience working with bilingual students and are native speakers of Spanish. One family assistant works closely with the program and school guidance counselors, and maintains frequent communication with students' homes. She makes contact by telephone and home visits. She holds a bachelor's degree, has experience working with bilingual students, and is a native speaker of Spanish.

FUNDING

The program combines four sources of funding: Titles I, IV-C, and VII of E.S.E.A., and tax-levy funds. Tax-levy funds support all teacher positions except those supported by Title I. Title VII supports staff members providing administrative and support services including the director, resource teacher, a teacher assigned as grade advisor/counselor, the family assistant, and three educational assistants. The position of bilingual secretary was not filled and the Title VII funds were reallocated. Tables 4 and 5 outline the funding sources for the instructional and non-instructional components.

The allocation of funds according to functions is in agreement with the requirements of the funding sources and the fiscal agent (New York City Board of Education).

Table 4. Funding for instructional component.

SUBJECT AREA	FUNDING SOURCE	PERSONNEL TEACHER	PARA
E.S.L.	Title I	.4	.4
	Tax-Levy	.2	-
Reading (English)	Title I	1.0	1.0
Native Language	Tax-Levy	1.4	-
Math	Title I	0.2	0.2
	Title VII	-	1.0
	Tax-Levy	0.8	-
Social Studies	Title VII	-	1.0
	Tax-Levy	1.0	-
Science	Title VII	-	1.0
	Tax-Levy	1.0	-
Other (elective subjects)	Tax-Levy	All teacher positions serving program	

Table 5. Funding for non-instructional component.

FUNCTION	FUNDING SOURCE	PERSONNEL
Administration	Title VII	1 Director
Curriculum Development	Title VII	1 Resource Teacher
	Tax-Levy	1 Soc. Stu. Teacher
Supportive Services	Title VII	1 Bilingual Counselor
	Tax-Levy	1 Bilingual Career Counselor
Staff Development	Title VII	1 Director
Parental and Community Involvement	Title VII	Director and all staff

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

The bilingual grade advisor plans individual programs in consultation with each student. The major factors considered in programming are the student's linguistic and academic ability (as indicated by performance record), graduation requirements, and student's expressed interests. Programming is uniform in grades 9 and 10, with some variation based on linguistic considerations. Eleventh- and twelth-grade students have more individualized and therefore more heterogeneous programs. After completion of basic and intermediate E.S.L. courses and graduation requirements, students may take more electives.

The differences in programs among students in the lower grades depend primarily upon students' language proficiency. Typical programs for grades 9 and 10 are presented in Table 6.

The typical program for ninth grade presumes severely limited English proficiency. The student takes two periods of E.S.L. and one of English back-up. All other subject areas are taught in Spanish. The student in the tenth grade with more proficiency in English, takes two periods of English (reading and back-up), and all content-area subjects in Spanish, except science; science is taught in English by a mainstream teacher assisted by a bilingual educational assistant.

Students are partially mainstreamed according to the following criteria: a reading level in English at or above the ninth grade; a score at or above the twenty-first percentile on the English LAB; agreement by student and parents to mainstreaming; teachers' judgment. Even if students meet the

first two criteria, they may remain partially in the program if they or their parents feel they want or need the services. Some of these students are used as role models for students in the program. No student was fully mainstreamed during 1980-81.

Parental consent is a principal factor in mainstreaming. When consulted, parents are usually amenable to mainsteaming, as are students. If a student is prematurely mainstreamed, he may be reinstituted in the program. For some students such requests for reinstatement stem from their desire to return to the "bicultural" context of the program, or for "social adjustment" reasons. Other students return to the program if they prove unable to profit from instruction conducted solely in English. (No student partially mainstreamed had to return to bilingual classes due to difficulties during 1980-81.) Reportedly, parents prefer that students continue to receive services from Title VII personnel, particularly tutoring and guidance/counseling. Parents consistently express a strong desire for follow-up services to mainstreamed students by the bilingual staff.

Students leave the program for reasons other than mainstreaming. Table 7 shows the number of students and their reasons for leaving during 1980-81. Forty-five students left the program during the academic year. Seven students returned to their place of birth--six to Puerto Rico. Eleven students, most of whom were Puerto Rican, transferred to co-educational schools. Of the five students who moved out of the Bronx, however, only one was Puerto Rican. All the others were Central or South Americans who have concentrated geographically in Queens. Two students transferred to other alternative programs offered by city agencies, one student left to work and attend evening school, and three, over 17 years of age, were discharged for truancy.

Table 6. Typical program for bilingual students in grades 9 and 10.

Grade 9	Grade 10
1. E.S.L. (Title I)	1. English R.I.T. (Title I reading
2. E.S.L. (Title I)	2. English U.T. or L.T. (English back-up/tax-levy)
3. E.F.2 (English back-up/tax-levy)	3. Social Studies (bilingual)
4. Social studies (bilingual)	4. Modified math or algebra (bilingual)
5. Modified math or algebra (bilingual)	5. Biology A or General biology 1 (English-speaking teacher with bilingual educational associate)
6. Spanish (native speakers)	6. Spanish (native speakers)
7. Health Education	7. Health Education

Table 7. Number of students leaving the program.

REASON FOR LEAVING	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
Discharged/transferred to alternate program	1		1		2
Transferred to another school	8	3	5		16
Graduated				16	16
Returned to Native Country	1	3	2	1	7
Discharged (Job)				1	1
Truant		2	1		3
TOTAL	10	8	9	18	45

. 36 percent of the students leaving the program were twelfth graders who graduated.

. Another 36 percent transferred to other high schools in New York City.

At present, there is no language policy applied in program courses; no systematic approach has been taken to transition into greater English usage in bilingual content-area classes. Most eleventh and twelfth graders take at least two content-area courses in English, and approximately half of all program students take English courses offered in the mainstream.

INSTRUCTIONAL OFFERINGS

The offerings are diverse in content as well as level of difficulty. There are four levels of competence in E.S.L. classes (see Table 8), three levels of English "back-up" classes for E.S.L. students, four levels of English reading (funded by Title I), and various options available to the more English-proficient students in communications courses and speech classes. On the average, beginning students receive three hours of E.S.L. instruction per day. As they make progress, they receive less E.S.L. and more English-language instruction as taught to monolingual students. Table 9 shows the number of students and hours of instruction per week offered in remedial English classes offered to students of E.S.L. Other English classes offered to the more English-proficient students appear under mainstream classes.

Five levels of instruction in native language arts (Spanish) are offered (see Table 10). Enrollment in these classes averages approximately 33 students per class, sometimes including non-program Hispanic students. These classes are offered an average of one hour per day and use materials ranging from very basic Spanish texts for beginners in the structure of the language, to literary pieces read by the more advanced students. Spanish courses are offered by the foreign language department.

Table 8. Instruction in English as a second language.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
E.S.L. Level I	1	18	10	Basic English	Lado Series I Picture Charts
E.S.L. Level II	2	17	15	Intermediate	Lado Series II Picture Charts
E.S.L. Level III	1	16	5	Advanced E.S.L.	
E.S.L. Transition	1	19	5	Tie in with regular Eng. program before student leaves E.S.L.	Series of America/ Four Short Mysteries

Table 9. Remedial English classes in which students are enrolled.

COMPONENT/SUBJECT	NUMBER OF STUDENTS	OTHER COMMENTS
E.T.F.1	15	Tax-Levy English Backup for Title I E.S.L. Classes
E.T.F.2	21	
E.T.F.3	13	
Eng. R.I.T.2	18	Title I Reading
Eng. R.I.T.4	17	
Eng. R.I.T.6	21	
Eng. R.I.T.8	7	
Speech LAB FX	4	

Table 10. Instruction in native language arts.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
Spanish 2N	2	31	5	Basic Spanish (reading & writing for special students)	Text El Espanol Al Dia
Spanish 4N	3	32	5	Intermediate Spanish for Spanish-speaking students	
Spanish 6N	1	35	5	Advanced Spanish for N students	
Spanish 7N	1	30	5	Advanced Grammar, reading, writing	
Spanish 9/11 N	1	36	5	Adv. Spanish & Puerto Rican Literature	Readers, La Cavreta, book reports

Table 11. Bilingual instruction in content area.

COURSE	NUMBER OF CLASSES	AVERAGE REGISTER	LANGUAGES OF INSTRUCTION	USED FOR WHAT PERCENT OF CLASS TIME?	HOURS PER WEEK	CRITERIA FOR SELECTION OF STUDENTS	PERCENT OF MATERIALS IN NATIVE LANGUAGE	ARE MATERIALS APPROPRIATE TO STUDENTS' READING LEVEL?
Fundamental Math 21 BL	1	25	Spanish/English	50/50	3.5	Examination Score	99	Yes
Fundamental Math 44 BL	1	36	Spanish/English	50/50	3.5	Examination Score	90	Yes
Fundamental Math 28 BL	1	28	Spanish/English	50/50	3.5	Examination Score	90	Yes
North American studies	1	24	Spanish/English	50/50	5	BL Juniors & Seniors	100	Fairly
Latin American studies	2	20-30	Spanish/English	40/60	5	Freshman	75	Fairly
Area studies: Mid East, Soviet Union, Far East, Africa	1	27	Spanish/English	40/60	5	Sophomore	85	Excellent

A number of courses in social studies, and fundamentals of mathematics are offered in Spanish to all program students. Although there is no explicit language policy for instruction, it is estimated that the use of Spanish fluctuates from 40 to 50 percent of class time. All of the content-area courses for which Spanish is used are considered major, that is, required for graduation. Their content corresponds with mainstream curriculum and the materials used in the students' native language vary from fairly appropriate to excellent.

Two classes, one in general science, the other in biology are taught in English with the assistance of bilingual paraprofessionals. Bilingual content-area courses are taught by bilingual teachers assisted by bilingual paraprofessionals.

Students are enrolled in mainstream classes depending on their academic and linguistic ability, need, choice, and graduation requirements. Table 12 shows student enrollment in these classes and when reported, selection criteria. Health education is the only mainstream class in which virtually all program students are enrolled. Other classes vary in enrollment according to the number of students who are: linguistically and/or academically proficient to be eligible for participation; who may need the courses to meet requirements; or who may want to take the course as an elective. Interviews with staff and students, however, indicate that student enrollment in some mainstream courses such as algebra or geometry, is necessary because there is no bilingual option available. Students often find these courses too difficult to pass in English, but the subjects are not offered in Spanish. Students who have failed these courses once or twice have been offered alternatives such as record-keeping or business math.

Table 12. Mainstream Classes in which program students are enrolled.

Component/Subject	Number of Students
Social studies 2M	15
Social studies 2	11
Social studies 3M	3
Social studies 3	8
Social studies 4M	3
Social studies 4	8
American history I	3
Economics	3
American history II	3
American history II	1
Gen. science 1	3
Gen. science 2	14
Gen. biology 2	13
Biology A	1
Biology B	12
Biology C	1
Biology 3	4
Fund. Math 1	9
Fund. Math 2	17
Fund. Math 3	6
Fund. Math 4	11
Math skills 2	18
Algebra A	7
Algebra B	9
Algebra C	3
Intermediate algebra	2
Geometry 1	1
Geometry 2	2
11th year math 2	2
Eng. (E.R.C.) 8	6
Rdg. W.R.1	1
Rdg. W.R.2	2
Eng. 2U	3
Eng. 2L	20
Eng. 2	9
Eng. 4L	10
Eng. 4U	5
Eng. 4	16
Eng. 6L	14
Eng. 6U	6
Eng. 6	10
Eng. 8L	3

Component/Subject	Number of Students
Eng. 8U	5
Eng. 8	4
CC4 (Careers)	1
Mass media 1	1
Theater workshop 1	1
Psych 6	1
Cartooning 1	13
Cartooning 2	1
Ceramics 1	2
Oil painting 1	2
Oil painting 2	1
Fine arts	4
Wood arts 1	2
Wood arts 2	2
Metal arts	3
Auto mech. 1	2
Auto mech. 2	2
Auto mech. 3	1
Music 1	1
Piano 1	6
Piano 2	1
Guitar 1	5
Guitar 2	4
Marching band	5
Chorus	2
Instrumental instr.	4
Hygiene	5
Health education	All (except about 5)
SIS (Shared Instruction)	1
Employment skills	1
Financial	2
Record Keeping 1	7
Bus. Arith 2	1
Typing	2
Spanish 2	4
French 2	3
Animal care	4
Health services	4
Horticulture	2
Chemistry 2	2
Physics 1	1

The student's native culture is part of a broader curriculum of Latin American studies. The study of culture is complemented by ("lived") experiences in cultural activities held throughout the year for varied national groups on special occasions.

The students' native culture is not included in the mainstream curriculum. It is reported, however, that considerable intercultural exchange and social integration takes place through sports, for which the school is well known.

The director is presently working toward establishing ties with community colleges, Hostos in particular, in order to enhance the instructional component. These links would complement services presently available to students, while familiarizing students with institutions at which they might continue their education.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

The curriculum followed by the program is in accordance with the regulations established by the New York City Board of Education and the guidelines set by the New York State Education Department. A mastery learning social studies curriculum was developed by the program for use in ninth-grade classes. The mastery-learning curriculum is part of a larger project designed and tested by the social studies department and DeWitt Clinton High School. The social studies teacher serving program students is comparing student outcomes for the mastery-learning curriculum versus the traditional curriculum.

The program has adopted curricula developed by other bilingual programs, as well as commercial materials published in Spanish.

SUPPORTIVE SERVICES

All program students receive supportive services, including personal, academic, and career counseling, and home visits.

Guidance services are provided by a teacher who has been assigned as counselor in the program, and by guidance counselors in the school's guidance office. Each student must see the program counselor at least once a year for course selection. However, students see the counselor quite frequently when they initiate visits or when called by the counselor when review of a student's records indicates need.

The school's career counselor is a native speaker of Spanish who has had extensive experience working with students in bilingual programs. He assists program students individually and conducts orientation sessions in small

groups composed of program and non-program students. A career counselor from Aspira, a community agency, has also provided individual and group services on a weekly basis.

Students also seek advice on a formal or informal basis from program staff and particular members of the general school staff. Students' reports indicate that this is a strong feature of the program and they express satisfaction with the personal nature of these services.

Students also received individual tutoring from teachers, paraprofessionals, and from supervised classmates in a Title IV-C bilingual peer tutoring program.

Students with problems which could not be handled by the program or school staff were referred to a bilingual psychiatrist at Bronx Lebanon Hospital, who also visited the bilingual office to discuss supportive services to students. Other referrals were made to agencies and clinics, including the Puerto Rican Family Institute, Catholic Charities, and the Committee on the Handicapped.

PARENTAL INVOLVEMENT

Home visits, telephone, and mail communications are made by the family assistant. This aspect of the program is said to have increased parental involvement significantly, but attendance at program events has not been consistent. Parents interviewed by the evaluator expressed satisfaction with the program and expressed interest in learning how they might best help their children at home. In a discussion held with parents, program staff, the school principal, and all assistant principals in charge of content areas, one parent suggested that the program provide parents with

instructional materials which would parallel the texts and workbooks used in the classroom. Parents felt that with some training they could help their children at home in the content areas in which students had the greatest need.

The program has an advisory committee composed of parents, teachers, and students who volunteered their participation. The committee met six times during the academic year in order to review program implementation and to suggest revision, when necessary.

Parent workshops are conducted by program staff and outside speakers are invited. Parents are also invited to school-wide activities, such as "Open School Day," and general orientation sessions. An appendix to this report includes a list of activities offered by the program and school in which parents took part.

Some of the factors identified as negatively affecting parental participation are work and family conditions, and a non-assertive personal style. It is reported by staff that few parents attend meetings and those who do generally react to ideas presented to them, but are reluctant to initiate their own. Variables affecting participation include the type of activity sponsored, the type of interaction with school personnel, and the means by which parents learn of the event. Most successful have been those events at which their children are recognized or at which their native culture is celebrated. Interaction with school personnel in a personal style and preferably in the native language is generally more successful in attracting parents to return. Direct communication, particularly during home visits, tends to result in better attendance by parents.

Although the parental involvement component has been relatively successful compared with the rate of participation for the school as a whole, the program is making an effort to increase attendance and elicit more parental suggestions for program direction.

STAFF DEVELOPMENT

Staff development activities consisted of regularly scheduled department and program staff meetings, workshops, conferences, and college courses.

Workshops

Staff training sessions were conducted by the bilingual social studies teacher, project director, or outside consultant. The following list indicates workshop training activities at DeWitt Clinton.

--Ten workshop sessions conducted by bilingual social studies teacher, on Puerto Rican history and culture for six Title VII staff members.

--Ten workshop sessions conducted by the project director, on guiding and counseling bilingual students, using current case studies in Title VII Program for five Title VII staff members and one bilingual teacher.

--One training session on "Holding power techniques in the Title VII program"-conducted by project director as part of the Lora Training Session for 36 mainstream teachers.

--Three double sessions (two classes each day) on "Introduction to health services terminology in Spanish" demonstrated by Title VII counselor in health services classes, in the presence of two health services teachers and the biology department coordinator.

--Four technical assistance sessions to new Title VII staff of Walton H.S. by project director. Numerous technical assistance conferences by telephone.

University Courses

Title VII funded training through college coursework for program staff and teachers. Table 13 presents the courses taken in an area of specialization by bilingual teachers and staff during 1980-81 supported by Title VII funds.

Conferences and Meetings

Program staff took part in numerous conferences, workshops, and meetings outside of the school. A listing in the appendix to this report indicates the titles and topics of these gatherings.

AFFECTIVE DOMAIN

General Indicators of Self-Concept

Students have shown increasing self-esteem in their relationships with peers and program staff. The value they have placed on achieving honors and awards, and their relatively low rate of attrition and suspension, may be viewed as indicators of positive self-concept. The post-high school plans of twelfth-grade students are presented in Table 14.

In the academic realm, students generally express feelings that the grades they receive are acceptable because they are deserved. They feel that in order to improve them, more work and effort is necessary, but do not feel they lack the potential. In the ethnocultural realm, students generally demonstrate feelings of security, enthusiasm, and a desire to participate in cultural activities. Behavior in such activities manifests pride in their "group belongingness." These feelings of belonging are closely identified with the program.

The program is constantly working on raising their levels of aspirations and expectations, not only by providing informative, knowledge-transmitting type activities, but also activities which are affectively related. Students initiated the organization of and were major contributors to cultural activities and events particularly the assemblies for Puerto Rican Discovery Day, the Dominican Republic Independence Day, and the Bilingual Awards. These events were attended by the whole school, and students' achievements were recognized by the principal and other school administrators.

Students in the program received the following honors and awards:

--One student received second prize and one received honorable mention in the Bronx Week Poster Contest;

--Two students were accepted by Arista, the National Honor Society;

--One student received the Steinthal Award;

--Four students received cash award for excellence in bilingual studies;

--Two students received Outstanding Scholarship Award in the B Program;

--Six students received Certificates for Outstanding Achievement in Peer Tutoring in the Bilingual-Bicultural Program;

--Three students received award for Outstanding Contribution and Service to the Program;

--One student received the Letitia Ranbicheck Award for Distinguished Achievement in Speech;

--Four students received the G.O. Gold Key for Excellence in Four Years of Spanish (native speakers);

--One student received the G.O. Silver Key for Excellence in English as a Second Language;

--One student received the Henry Bloch '01 Memorial Award.

Table 13. Course in area of specialization funded by Title VII for bilingual personnel during 1980-1981.

PERSONNEL CATEGORY	COURSE AREA	TOTAL NUMBER OF CREDITS
Project Director	Educational Administration	12
Resource Teacher	Spanish and Educational Administration	12
Grade Advisor/Counselor	Spanish and Bilingual Education	21
Spanish Teacher	Psychology	9
Educational Associates (2)	Liberal Arts and Science	17
Bilingual Guidance Counselor	Educational Administration	6
Secretary	Liberal Arts	3

Table 14. Post-high school plans of twelfth-grade students.

PLANS	N	PERCENT
College	11	61
Job	3	16
Armed Forces	1	6
Undecided	2	11
Unknown	1	6
TOTAL	18	100

.The great majority of the seniors (61 percent) planned to attend college.

.16 percent desired full-time employment after graduation.

Most graduating students plan to attend city colleges or work after graduation. Many hold jobs at the time of graduation. While the attrition rate for the school is 24 percent, it is 14 percent for the program. The rate of suspension for the school is 4 percent, while it is 2 percent for the program. It is also reported that the attendance rate for the program is higher than for the school.

In general, it appears that students' self-concept is positive as indicated by their participation and involvement in self-initiated activities,

including organizing as a committee to meet formally with the principal. It seems that these characteristics are found mostly in students who were not born in New York City, and may be classified as Spanish-dominant. This finding is not unique to the program; it is also the case in other high school programs in New York City. However, students, in general, have expressed the feeling that in the program they receive the attention they need and that is in the program that they feel "at home."

The students and staff organized and attended several cultural events and trips during 1980-81. The trips in particular were offered as rewards to students or classes who fulfilled behaviorally, academically, or in attendance. The trips served as the basis for discussions before and after the events in several program classes, particularly social studies and E.S.L. All students went on at least one trip and participated in a cultural activity. A list of activities of students and staff during the 1980-81 academic year is included in the appendices.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments, procedures, and the evaluation of student achievement in 1980-81. Students were assessed in English language development; growth in mastery of native language arts, and mathematics; and passing rates in native language arts, mathematics, social studies, science, and electives. No estimates of how students would have performed in the absence of the bilingual program is possible because of the unavailability of appropriate comparison groups. Further, no comparison with other groups on the CREST and Prueba de Lectura were possible because of the inapplicability of test norms to this sample of students. The following instruments were used for assessment:

English as a second language -- CREST (Criterion Referenced English Syntax Test, levels I, II, and III)

Reading in Spanish -- Interamerican Series, Prueba de Lectura

Mathematics -- Metropolitan Achievement Test (M.A.T.)

Mathematics passing rates -- Teacher-made tests

Science passing rates -- Teacher-made tests

Native language arts passing rates -- Teacher-made tests

Social studies passing rates -- Teacher-made tests

Electives passing rates -- Teacher-made tests

Attendance -- School and program records

Achievement in English as a Second Language

The Criterion Referenced English Syntax Test (CREST) was used to measure growth in English language proficiency for Title I students. The instrument tests mastery of specific syntactic skills at three levels. Levels I and II contain 25 objectives each, and measure such skills as knowledge of present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced Level III is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items per objective. The items are multiple choice with four possible answers. Mastery of a skill objective is defined as a student's ability to answer three out of four items correctly.

Breakdowns are reported by grade and level for students who were pre- and post-tested with the same test level. Further, the percent of students pre- and post-tested with the same level test versus students pre- and post-tested with a different level test is reported. The average number of objectives mastered, and the average number of objectives mastered per month of treatment are also reported.

Achievement in Spanish

Correlated t-tests on the pre- and post-standardized tests of Spanish reading achievement were done to determine whether or not the difference between pre-test and post-test mean scores was significant, i.e. larger than would be expected by chance variation.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure

recommended by Cohen.[1] Effect size is an estimate of the difference between the pre-test and post-test means freed of the influence of sample size and expressed in standard deviation units. Substantial differences that exist may fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences are often not educationally meaningful. Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

Teacher-Made Tests

The number of students enrolled, and the number and percent passing in mathematics, science, social studies, native language arts, and electives are reported for each language group by subject, grade, and semester in the appropriate tables. In courses other than native language arts, data on students taking mainstream courses while receiving tutoring through the program and data on students receiving content instruction in their native language were combined.

Attendance Rates

The overall school attendance rate is compared with attendance rates of program participants by grade. The percent difference between the school-wide figure and grade subgroups of the program students, the associated t-statistics for comparison of independent groups, and the level of significance of the t-statistic are presented.

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[1] Jacob Cohen. Statistical Power analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977. Chapter 2.

Table 15. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month

(E.S.L. Title I Spanish-speaking students, fall)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	25	8.4	14.2	5.8	2.6	2.23
10	16	10.1	14.6	4.5	2.6	1.73
11	9	8.6	12.1	3.5	2.7	1.30
12	4	8.2	11.0	2.8	2.2	1.27
TOTALS	54	8.9	13.7	4.8	2.6	1.85

* Post-test minus pre-test.

. Students in the four grades mastered an average of 4.8 objectives during the fall, an average of 1.85 per month of instruction.

. Mastery rates of the four grades were comparable. Since half of the eleventh- and twelfth-grade students were tested with Level III which has only 15 objectives, the proportionate gains of these students were actually equivalent.

Table 16. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*
9	17	8.3	13.8	5.5	5	9.8	18.2	8.4	3	6.3	9.7	3.4
10	4	11.0	14.5	3.5	9	10.3	15.4	5.1	3	8.0	12.0	4.0
11	1	22.0	24.0	2.0	4	8.0	11.2	3.2	4	5.7	10.0	4.3
12	1	8.0	10.0	2.0					3	8.3	11.3	3.0
TOTALS	23	9.4	14.2	4.8	18	9.7	15.3	5.6	13	7.0	10.7	3.7

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).
* Post-test minus pre-test.

- Proportionate gains by students increased as the level of the test increased.
- Level I students' gain of 4.8 objectives was a mastery of 31 percent of the 15.6 objectives (25-9.4) which were not passed on the fall pre-tests.
- Level II students' gain of 5.6 objectives was a mastery of 37 percent of the 15.3 objectives (25-9.7) which were not passed on the pre-tests.
- Students tested with Level III made the greatest gains in proportion to their initial pre-test scores. Their increase of 3.7 was a mastery of 46 percent of the 8.0 objectives (15.0-7.0) not passed on the fall pre-test.
- Students' post-test scores indicated that the level of mastery also increased by test level. Level I students passed 14.2 out of 25 objectives (57 percent), Level II passed 15.3 out of 25 (61 percent) and Level III passed 10.7 out of 15 (71 percent).

Table 17. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(E.S.L. Title I Spanish-speaking students, spring)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	20	12.4	15.4	3.0	2.6	1.15
10	14	10.9	13.8	2.9	2.7	1.07
11	6	8.7	12.0	3.3	2.7	1.22
12	2	9.5	12.0	2.5	2.2	1.14
TOTALS	42	11.2	14.2	3.0	2.6	1.15

* Post-test minus pre-test.

- Spring pre-test scores dropped from the fall post-test levels in every grade. Ninth and twelfth graders were able to surpass fall post-test scores by the close of the spring semester. Eleventh-grade spring post-test scores were comparable to fall post-test scores; the tenth-grade group was unable to score as high in the spring as the fall group had.

- Students mastered an average of 3.0 objectives during the spring, at a rate of 1.15 objectives per month of instruction.

- Students mastered fewer objectives per month in the spring (1.15) than they did in the fall (1.85). This drop may be due in part to new entrants into the E.S.L. sequence, more successful students completing the CREST sequence and no longer tested, and a larger proportion of students performing at Level III, which has fewer objectives.

Table 18. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*
9	4	9.7	15.0	5.3	10	15.2	17.9	2.7	6	9.5	11.5	2.0
10	3	10.7	10.3	-0.4	7	11.4	16.3	4.9	4	10.2	12.0	1.8
11					2	15.5	18.0	2.5	4	5.2	9.0	3.8
12									2	9.5	12.0	2.5
TOTALS	7	10.1	13.0	2.9	19	13.8	17.3	3.5	16	8.6	11.1	2.5

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).
* Post-test minus pre-test.

. Students tested with Level I made fewer gains proportionately then students tested at either Level II or III.

. Level I students' gain of 2.9 objectives was a mastery of 19 percent of the 14.9 objectives (25-10.1) which were not passed on the spring pre-test.

. Level II students' gain of 3.5 objectives was a mastery of 31 percent of the 11.2 objectives (25-13.8) not passed on the pre-test.

. Level III students' gain of 2.5 objectives was a mastery of 39 percent of the 6.4 objectives (15-8.6) not passed on the pre-test.

. Students' post-test scores indicated that the levels of mastery also increased by test level. Level I students mastered 13 out of 25 objectives (52 percent), Level II students mastered 17.3 out of 25 (69 percent) and Level III students mastered 11.1 out of 15 (74 percent).

Table 19. Native language reading achievement.

Significance of mean total raw score differences between initial and final test scores in native language reading achievement of students with full instructional treatment on the Prueba de Lectura (total reading, by grade and test level).

GRADE	LEVEL	N	PRE-TEST MEAN	PRE-TEST STANDARD DEVIATION	POST-TEST MEAN	POST-TEST STANDARD DEVIATION	DIFFERENCE	CORR. PRE/POST	t	p	ES
9	2	31	50.0	22.6	56.8	22.2	6.8	.94	4.85	.001	.87
10	2	12	53.0	18.0	58.0	19.6	5.0	.85	1.65	n.s.	.48
11	2	5	36.4	12.2	43.2	21.4	6.8	.90	1.30	n.s.	.58
12	2	1	18.0	-	25.0	-	7.0	-	-	-	-
TOTAL	2	49	48.7	21.1	55.1	21.7	6.4	.92	5.14	.001	.73
9	3	27	46.2	20.2	53.1	20.7	6.4	.92	4.08	.001	.79
10	3	17	36.4	16.9	45.9	22.7	9.5	.77	2.73	.015	.66
11	3	8	23.4	7.2	28.6	7.8	5.3	.89	4.15	.004	1.47
12	3	1	18.0	-	25.0	-	7.0	-	-	-	-
TOTAL	3	53	39.3	19.4	46.5	21.5	7.3	.88	5.25	.001	.72
10	4	10	38.0	8.8	44.6	I2.2	6.6	.70	2.39	.040	.76
11	4	8	32.0	9.0	38.0	9.8	6.0	.88	3.69	.008	1.30
12	4	1	13.0	-	18.0	-	5.0	-	-	-	-
TOTAL	4	19	34.2	2.4	40.4	12.3	6.3	.83	4.01	.001	.92

Table 19. (Continued)

10	5	7	32.4	15.0	42.0	16.2	9.6	.89	3.40	.015	1.29
11	5	13	42.2	14.4	50.2	13.7	8.0	.91	4.84	.001	1.34
12	5	13	43.3	20.8	50.3	20.1	7.0	.96	4.40	.001	1.22
TOTAL	4	34	40.9	17.2	48.8	16.7	7.9	.94	7.70	.001	1.32

- 98 percent of the Spanish-speaking students were pre- and post-tested with the same level tests.
- Students made statistically significant gains at all levels and all grades, except tenth and eleventh grade level 2 students.
- The gains made by students were educationally significant at all levels.
- The educational significance of gains by the students taking level 5 were quite large .
- The rather low means of eleventh and twelfth graders taking levels 2, 3, and 4, and tenth graders taking levels 2 and 3 suggests that these students were tested at too high a level.
- The number of levels (4) of the test in which students were validly performing speaks to the wide range of Spanish language skills of program students and the program's effort to accurately diagnose and place students.

Table 20. Mathematics achievement.

Significance of mean total raw score differences between initial and final test scores for students with full instructional treatment on the Metropolitan Achievement Test (1971) Advanced Level, Form G.

GRADE	N	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	DIFFERENCE	PRE/POST	t	p	ES
9	57	13.7	6.3	15.9	7.6	2.3	.85	4.37	.001	.58
10	43	17.3	7.1	19.7	8.5	2.4	.82	3.29	.002	.50
11	36	20.0	8.2	22.6	8.6	2.6	.90	4.07	.001	.68
12	16	24.4	8.4	26.3	8.7	1.9	.97	3.67	.002	.92
TOTAL	152	17.3	8.0	19.7	8.8	2.4	.89	7.25	.001	.59

- The gains on the M.A.T. for Spanish-speaking students are statistically significant at all grade levels.
- Gains for ninth through eleventh graders show medium educational significance, while those of twelfth graders are outstanding.

Table 21. Number of students attending courses and percent passing teacher-made examinations in mathematics.

FALL COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Fundamental Math I	39	49	16	44	16	44	3	67	74	47
Algebra I, Academic	6	50	5	40	8	62	-	-	19	53
Algebra II, Academic	-	-	5	40	2	50	1	0	8	37
TOTAL	45	49	26	42	26	48	4	50	101	49

- The overall passing rate of Spanish-speaking students taking teacher-made examinations in mathematics was 49 percent.
- Two students or fewer were also enrolled in each of the following courses: General Math I, Remedial Math I, Intermediate Algebra I, Advanced Algebra and Trigonometry. Due to the small number of students, percentages were not reported for each course and grade. Overall, the percentage of students passing was 40 percent.

Table 21. (Continued)

SPRING COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	PASSING	N	PASSING
Fundamental Math I	29	90	20	55	14	64	2	100	65	74
Algebra I, Academic	3	67	2	100	1	100	-	-	6	83
Algebra II, Academic	2	100	4	100	1	100	-	-	7	100
TOTAL	34	88	26	65	16	69	2	100	78	77

- The passing rate of Spanish-speaking students taking teacher-made examinatins in the spring was 77 percent overall.
- The passing rate of Algebra II, academic students was 100 percent.
- The passing rate of Algebra I, academic students was 83 percent.
- The passing rate of Fundamental Math I students was 74 percent.
- Two students or fewer were enrolled in each of the following courses: Algebra III academic, Intermediate Algebra I, Geometry II, Intermediate Algebra II, Advanced Algebra and Trigonometry. Due to the small number of students, percentages were not reported for each course and grade. Overall, the percentage of students passing these courses was 75 percent.

Table 22. Number of students attending courses and percent passing teacher-made examinations in science.

FALL COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
General Science I	38	87	-	-	-	-	-	-	38	87
Biology I, Academic	-	-	8	75	6	83	-	-	14	79
Biology I, General	-	-	22	77	13	85	-	-	35	80
Biology II, Academic	-	-	-	-	10	70	-	-	10	70
TOTAL	38	87	30	77	29	79	-	-	97	81

- The overall passing rate of Spanish-speaking students taking teacher-made examination in science was 81 percent.
- The passing rate for General Science I students was 87 percent.
- The passing rate of Biology I, Academic students was 79 percent.
- The passing rate of Biology I, general students was 80 percent.
- The passing rate of Biology II, academic students was 70 percent.
- Two students or fewer were enrolled in the following courses: Biology II general, Chemistry, Physics, Horticulture, and Health Courses. Due to the small number of students, percentages of individual classes were not reported. Overall, the percentage of students passing these courses was 100 percent. They were in the twelfth grade.

Table 22. (Continued)

SPRING COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
General Science II, General	25	92							25	92
Biology II, General			20	95	6	67			26	88
Biology II, Academic			3	100	11	91	1	100	15	93
Health Careers					3	100	1	100	4	100
TOTAL	25	92	23	96	20	85	2	100	70	91

- The overall passing rate of Spanish-speaking students taking teacher-made examinations in science was 91 percent.
- The passing rates ranged from 88 percent in Biology II, general, to 100 percent in Health Careers.
- Two students or fewer were enrolled in the following courses: Biology I academic, Biology I general, Chemistry, and Physics. Due to the small number of students, percentages were not reported for each course and grade. Overall, the percentage of students passing these courses was 100 percent.

Table 23. Number of students attending courses and percent passing teacher-made examinations in social studies.

FALL COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
World Geography I, General	33	82							33	82
Eastern Civilization			27	85					27	85
American Studies I					32	81			32	81
American History I, General							12	100	12	100
TOTAL	33	82	27	85	32	81	12	100	104	85

. The overall passing rate of Spanish-speaking students taking teacher-made examinations in social studies in the fall was 85 percent.

. Two students or fewer were enrolled in the following courses: Latin American Studies, and Cultural Values. Due to the small number of students, percentages were not reported for each course and grade. Overall, the percentage of students passing was 100 percent.

Table 23. (Continued)

SPRING COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	PASSING	N	PASSING
Latin American Studies	37	84							37	84
Asian Studies			27	89	1	100			28	89
Economics, General					24	96			24	96
Cultural Values							10	100	10	100
TOTAL	37	84	27	89	25	96	10	100	99	90

. The overall passing rate of Spanish-speaking students in the spring taking social studies courses was 90 percent.

Table 24. Number of students attending courses and percent passing teacher-made examinations in native language arts.

FALL COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Nat. Lang. Level I, Academic	31	87	3	67	4	100			38	87
Nat. Lang. Level II, Academic	1	100	3	100					4	100
Nat. Lang. Level III, Academic	13	85	14	100	7	100	1	100	35	94
Nat. Lang. Advanced Placement	2	100	12	83	17	100	6	83	37	92
Nat. Lang. Lit. and Culture			2	100	3	100	9	100	14	100
TOTAL	47	87	34	91	31	100	16	94	128	92

. The overall passing rate of Spanish-speaking students taking native language arts in the fall was 92 percent.

Table 24. (Continued)

SPRING COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Native Language Level II, Academic	21	81	3	100	7	100			31	87
Native Language Level IV, Academic	16	94	14	71	5	100	1	100	36	86
Native Language Advanced Placement			3	100	6	83	1	100	10	90
Native Language Literature and Culture	1	100	7	100	10	90	10	100	28	96
TOTAL	38	87	27	85	28	93	12	100	105	90

. The overall passing rate of students taking teacher-made examinations in native language arts in the spring was 90 percent.

Table 25. Number of students attending courses and percent passing teacher-made examinations in electives.

FALL COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Business Education					4	50	6	100	10	80
Practical Arts	1	100	12	75	9	100	28	100	50	94
Vocational Education/ Auto Mechanics					5	100	2	100	7	100

. The overall passing rate of Spanish-speaking students in business education was 80 percent in the fall.

. The overall passing rate of Spanish-speaking students in practical arts classes was 94 percent in the fall.

. The overall passing rate of Spanish-speaking students in vocational education/auto mechanics was 100 percent in the fall.

Table 25. (Continued)

SPRING COURSES	GRADE 9		GRADE 10		GRADE 11		GRADE 12		TOTAL	
	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING	N	% PASSING
Business Education					2	100	7	86	9	89
Practical Arts	6	100	9	89	12	100	18	100	45	98
Voc. Ed. (Auto Mechanics)					5	100	4	100	9	100

. The overall passing rate of Spanish-speaking students in the spring taking business education courses was 89 percent.

. The overall passing rate of students taking practical arts in the spring was 98 percent.

. The overall passing rate of students in vocational education/auto mechanics was 100 percent in the spring.

Table 26. Significance of the difference between attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 67.65

GRADE	N	MEAN PERCENTAGE	STANDARD DEVIATION	PERCENTAGE DIFFERENCE	t*	p
9	66	81.17	18.40	13.52	5.92	.001
10	48	83.25	14.36	15.60	7.45	.001
11	40	86.80	11.76	19.15	10.17	.001
12	17	86.47	13.81	18.82	5.45	.001

* one-tailed tests of significance

. Attendance rates for all grades were superior to the attendance rates of the school as a whole at the .001 level of statistical significance.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The goals and objectives of the Bilingual-Bicultural Program have been realistically set considering the degree to which they have been achieved in its third year of operation. The program has provided bilingual instructional and supportive services to 203 Hispanic LEP students from grades 9 to 12. It has taken into account students' socioeconomic backgrounds, as well as their ethnocultural, linguistic, and academic characteristics. Primary emphasis has been placed on the completion of high school graduation requirements in order to meet the objective of preparing students for further education and/or better possibilities for employment. The use of positive reinforcement to reward desired behaviors and outcomes has been constant throughout the program's existence.

The instructional component has been implemented according to the philosophy of providing instruction in Spanish while developing skills in English in order to mainstream students partially. Maintenance of Spanish language and of the vitality of Hispanic culture in students has been a major objective achieved. While language instruction in Spanish and English as a second language is a strong feature of the program, planning is necessary to determine how the two languages are to be used for instruction in subject areas, as well as the hiring of additional teachers proficient in the language and the content areas to be able to implement the plan.

The planning and subsequent implementation also require organizational arrangements for supervision and training of teachers which facilitate a close

relation between program administration and teachers. Personnel are competent and motivated, and most seem very interested in working with the students. Assignment of teaching responsibilities to teachers who are not favorable to working with program students should be reviewed, for it may not have the best results for students. While the school administrator in charge of the latter task considers encouragement to be the means to rectifying any adverse attitude, it may also be useful to remind personnel involved that, in the final analysis, schools exist in the educational interests of whatever students are served and not the employment interests of staffs. Staff development needs are, thus, apparent for several reasons, including attitudinal changes necessary, language training for teachers who are specialized in math and science (the areas of greatest need), and bilingual methodology for instruction.

Supportive services are satisfactory particularly in the area of counseling. The program, school, and outside resources complement bilingual services to students providing the necessary personal, academic, and occupational advice. Curriculum and materials seem to be necessary in a wider range of levels of complexity. This is a major problem resulting from the wide range of students' academic and linguistic ability compounded by the lack of appropriate material published in Spanish. Parental involvement is relatively high in comparison to the school. Students' enthusiasm, satisfaction, and progress relative to themselves are all indicators of program success. The Bilingual-Bicultural Program is continuing in its development due, to a great extent, to what the school principal calls its "folksy" nature.

RECOMMENDATIONS

Given the constraints of a program review consisting of three full-day site visits in which the school principal, program administrators and staff, teachers, department chairpersons, and students were interviewed; two classes were observed; relevant documents and student achievement data were analyzed and interpreted; the following recommendations are made on the basis of professional judgement as determined by the evaluation team.

1. Given the high level of organization and development of the Spanish and English language courses, attention should be focused on the other part of the instructional component, the subject areas. A collaborative process involving administrators, teachers, the Advisory Committee, and whatever other resources are available should be undertaken to review, revise, and plan systematically:

   --how Spanish and English are to be used to teach content while simultaneously developing both languages;

   --how Hispanic and American cultures are to be emphasized and integrated as part of the broader curriculum in general, and the social studies in particular;

   --how the curricula taught are to be similar to and vary from the curricula taught in the mainstream.

2. The process of planning and formulating implementation strategies must be preceded by an assessment of teacher training needs and followed by in-service training workshops and college coursework. Those staff development activities should encompass the major areas of teachers' professional development needs related to bilingualism, ethnicity, and culture in education. The knowledge gained from training should alleviate some of the attitudinal probblems which have existed in the school for years toward compensatory programs (and by extension, the populations they serve).

3. Planning and implementation of content-area instruction and staff development require a process of teacher observation and observer feedback. This process should be conducted by the program administrators responsible for program implementation and outcomes.

4. At present in New York City schools, only department chairpersons are authorized and have the responsibility to supervise teachers. Thus, planning and implementation recommended above for instruction and staff development require either special arrangements within the existing organizational structure or a change. The program director may work in conjunction with the department chairpersons in the observation and training of teachers. Alternatively, the possibility of creating a bilingual education department or a "mini school" may be explored, particularly if the program continues to have success for a particular population.

5. Much of the existing personnel problems due to the instability caused by yearly contracts funded by the Title VII grant could be avoided if more program staff were hired as permanent appointments. Additionally, the position of secretary, for which the program was funded, should be filled immediately, so that professional staff time is not spent on secretarial tasks.

6. Linkages with colleges, technical schools, government, and business agencies throughout the city and state should be established in order to facilitate more channels to students upon graduation.

APPENDIX

Appendix A. Parental involvement in program activities.

Parent Advisory Committee Meetings

10/17/80 - in Foreign Language Office
11/13/80 - in Principal's Office
1/28/81 - in Bilingual Office
3/12/81 - in Principal's Office, with Executive Board of Clinton Parents Association
5/11/81 - in Auditorium with parents from mainstream of school
6/ 2/81 - in Bilingual Resource Room - Conducted by Title VII Educational Consultant

Parent Workshops

3/17/81 - Mary Lopez of the Hunter-CW Post Bilingual Education Service Center attended as consultant (four parents attended)
Project director and resource teacher conducted the session on English as a second language.
3/19/81 - Resource teacher conducted E.S.L. lesson (four parents attended)
4/ 7/81 Resource teacher conducted E.S.L. lesson (three parents attended)
4/16/81 Project director conducted review using workbook on High Schol Equivalency Test in Spanish (two parents attended)
4/29/81 - Guidance workshop conducted by project director (Topic: helping students and other parents) (five parents attended)
9/24/81 - Technical Assistance Meeting with Margarita Ortiz of Educadores Unidos del Bronx Re: Parent Involvement (family worker and project director attended and one parent)

Parent Teacher Conferences

Open School Evening --11/17/80--6:30-9:00
(seventeen parents met with classroom teachers)
Open School Day--11/18/80--1:00-3:00
(nine parents met with classroom teachers)
Open School Evening--3/23/81, (project director was in Washington D.C.)
Open School Day--3/24/81 (teachers & Title VII staff met with parents)

Parents (General) Association Meetings (Evenings)

10/27/80, 12/8/80, 5/11/81
With parents of mainstream and other program students-
Attended by project director, principal, assistant principals, guidance counselors, and parents.
President of Parents Association was present.

Orientation Assembly for Parents of New 9th Grade Students

6/16/81 Attended by project director, principal, assistant principals of administration, guidance and subject areas, guidance counselors, and coordinators of other special programs. New bilingual parents attended. President of Parents Association spoke to parents.

Senior Awards Assembly for Graduating Students and Parents

6/19/81--Attended by project director and same staff listed above (for 6/16/81). Students (including bilingual Title VII) and their parents attended.

Appendix B. Conference, Meetings, and Workshops Attended by Title VII Staff.

Conference, Meetings, and Workshops Attended by Title VII Staff Outside New York City

Fourth Annual Bilingual Conference, New York State Association for Bilingual Education (SABE), February 27-March 1, 1981 Concord Hotel, Kiamesha Lake, New York, attended by Project Director

Eastern Regional Management Institute (ERMI) March 22-26, 1981 Capitol-Smithsonian Holiday Inn, Washington, D.C., attended by Project Director

Tenth Annual International Bilingual Education Conference (NABE) May 23-30, 1981, Sheraton Boston Hotel, Boston, Mass. attended by Resource Teacher

In New York City--Outside DeWitt Clinton High School

Title IV-C Coordinators Workshop
September 25, 1980
131 Livingston Street
Attended by Project Director

Tenth Annual Fall Conference, NYS ESOL, BEA, New York State English to Speakers of Other Languages, and Bilingual Educators Association (Conferences & Workshops) October 24, 25, 26, 1980. Teachers College, Columbia University, attended by Project Director

Evaluating Bilingual Education Program. An Intensive 2-day Introductory Workshop (Center for Assessment & Evaluation, OBE) December 2 and 3, 1980
131 Livingston Street
Attended by Project Director

Evaluation Technical Assistance Meeting
February 25, 1981, Office of Bilingual Education, 131 Livingston Street,
Attended by Project Director

Project Parents: Awareness, Education Involvement Program/ A Staff-Parent Training Workshop (Mini-Workshops) Title: "Special Education for Bilingual Students" March 13, 1981, Office of Bilingual Education, 131 Livingston Street,
Attended by Project Director

Technical Assistance Workshop for Submission of Chapter 720 Bilingual Education Proposals March 20, 1981, Two World Trade Center, Attended by Project Director and College Continuum Guidance Counselor

The Second Annual Hispanic Parents Conference on Education, Office of Bilingual Education December 6, 1980, Martin Luther King High School Attended by Project Director, Counselor, and two Title VII Parents

Planning Meeting for Hispanic Parent Leadership Conference April 9, 1981, Two World Trade Center, Attended by Project Director and one parent

Hispanic Parents Leadership Conference for Citywide Parent Advisory Committee Members (Conferencia de Padres Hispanos para los Miembros del Consejo de Padres) (Workshops), May 3, 1981, Murray Bergtraum High School, Attended by Project Director and one parent

Career Conference for Bilingual High School Students and Counselors Workshops (Hunter-C.W. Post Bilingual Education Service Center and the National Origin Desegregation Assistance Center), May 8, 1981, Teachers College, Columbia University, Attended by Project Director, Counselor, and twenty-five Title VII DeWitt Clinton Junior and Senior students

Meeting with Bilingual Evaluation Unit (for Project Directors and Coordinators) for work on Title VII Evaluations, May 12, 1981, 65 Court Street Attended by Project Director, Resource Teachers, and Educational Associate (Mathematics)

First Hispanic Health Congress in Northern Manhattan, Workshops in Spanish on Health Topics, May16, 1981, Columbia Presbyterian Medical Center, Attended by Project Director and Counselor (Counselor also participated in planning and preparation)

Meetings at Hostos Community College, 500 Grand Concourse, Hostos Community College Advisory Council 1/16/81 and 6/9/81

A Hands-On Instructional Workshop on Mask-making
December 9, 1980, Office of Bilingual Education
131 Livingston Street
Attended by Project Director

Project P.I.E. (Parent Involvement in Evaluation)
Impact Institute, Inc., Regional P.I.E. Workshop
Session, January 6, 1981, Bronx Star Center,
District 12, IS 84
1434 Longfellow Avenue, Bronx
Attended by Counselor and Family Assistant

The Future of Bilingual Education. Fordham University,
Association of Dominican Educators, Office of Bilingual
Education, February 7, 1981, Fordham University at
Lincoln Center
Attended by Project Director and Counselor

In DeWitt Clinton High School

Meeting on Evaluation of Title VII Program,
Principal, Title VII Educational Evaluator, Project
Director 6/2/81

Meeting on Projected Linkage Program with Hostos Community
College with Principal, Assistant Principal-Foreign Lang-
uages, High School-College Continuum Guidance Counselor,
Project Director, and representative of Hostos Community
College. 6/17/81

Meetings with Assistant Principal--Administration,
Members of Program Committee, Title VII Counselor, and
Project Director
Topic: School registration, programming problems,
and Bilingual Program guidelines.
5/27/81 and 5/28/81

Case conferences with "School Based Team" (School Psycho-
logist, social worker, educational evaluator), Title VII
Counselor, Project Director, and Title VI Family Assistant

Case Conference with Dr. Luiz Canepa, Bilingual Psychiatrist
from Bronx Lebanon Hospital

Title VII Staff Meetings
Weekly--Tuesdays--2nd period, or
Mondays--after 8th period

Appendix C. Cultural activities and events in which program students participated.

Assemblies Conducted at DeWitt Clinton High School by Title VII Resource Teacher, Staff, and Students

11/26/81	Puerto Rican Discovery Day Assembly
2/27/81	Dominican Republic Independence Day Assembly
6/11/81	Bilingual Awards Assembly

Cultural Event Attended by Resource Teacher (outside of Clinton)

11/21/80	Puerto Rican Heritage and Culture Week Ceremony 110 Livingston Street Hall of the Board of Education

Cultural and Education Events and Trips Attended by Title VII Students and Staff (outside of Clinton)

11/12/80	"Evita" - Broadway Play
12/10/80	West Point
12/17/80	Radio City Music Hall
2/25/81	"Dominican Week Program," American Museum of Natural History
3/30/81	Program on "Dominican Republic Independence Day" at Kennedy High School (Conducted by Kennedy H.S. Title VII Program)
4/ 9/81	Yankee Stadium (Opening Day)
4/15/81	"The Last Metro"--French Movie
4/30/81	"La Vida Es Sueno," Teatro Repertorio Espanol
5/ 7/81	Circus
5/19/81	Radio City Music Hall
5/23/81	Obra de Betances, a play by Jaime Carrero
6/ 3/81	"Chorus Line"-Broadway Play (for seniors and graduates only)